North Carolina Office of School Readiness

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Linking *Foundations* to the NC Standard Course of Study: **Science**

***Foundations*: Early Learning Standards for NC Preschoolers (p 46)**	**NC Standard Course of Study: Kindergarten Science**
Scientific Thinking and Invention (also supports Kindergarten Healthful Living, Information Skills and Technology Curricula) Children begin to use one or more of their senses to observe and learn about their environment Children begin to demonstrate awareness of and respect for their bodies Children begin to expand knowledge of their environment through play Children begin to ask questions and seek answers about their environment through active engagement with materials	
Children begin to observe and care for living things (e.g., classroom pets and plants)	**COMPETENCY GOAL 1:** The learner will make observations and build an understanding of similarities and differences in animals. **Objectives** 1.01 Observe and describe the similarities and differences among animals including: Structure. Growth. Changes. Movement. 1.02 Observe how animals interact with their surroundings. 1.03 Observe the behaviors of several common animals. 1.04 Demonstrate how to care for a variety of animals. 1.05 Observe the similarities of humans to other animals including: Basic needs. Growth and change. Movement
Children begin to demonstrate an awareness of seasonal changes and weather conditions Children begin to demonstrate an awareness of changes that occur in their environment (e.g., freezing/melting, color mixing)	**COMPETENCY GOAL 2:** The learner will make observations and build an understanding of weather concepts. **Objectives** 2.01 Observe and report daily weather changes throughout the year. 2.02 Identify different weather features including: Precipitation. Wind. Temperature. Cloud cover. 2.03 Identify types of precipitation, changes in wind, force, direction and sky conditions. 2.04 Observe and determine the effects of weather on human activities. 2.05 Use common tools to measure weather.

Children begin to identify, discriminate, and make comparisons among objects by observing physical characteristics Children begin to make estimates based on experiences with objects (e.g., "Will this block fit in the same hole?")	**COMPETENCY GOAL 3:** The learner will make observations and build an understanding of the properties of common objects. **Objectives** 3.01 Observe and describe the properties of different kinds of objects (clay, wood, cloth, paper, other) and how they are used. 3.02 Develop and use a vocabulary associated with the properties of materials: Color. Size. Shape. Texture. 3.03 Describe how objects look, feel, smell, taste, and sound using their own senses. 3.04 Observe that objects can be described and sorted by their properties. 3.05 Identify some common objects and organisms that are considered to be natural resources in our world.
Children begin to use simple tools for investigation of the classroom and the world; Children begin manipulate their environment to produce desired effects and invented solutions to problems (e.g., deciding to attach a piece of string so they can independently turn off the lights). Children begin to represent and demonstrate an understanding of discoveries (drawing, graphing, communicating)	**COMPETENCY GOAL 4:** The learner will use appropriate tools and measurements to increase their ability to describe their world. **Objectives** 4.01 Describe how tools can be used to make comparisons. 4.02 Observe and describe how various tools and units of measure are useful: Scissors. Pencils. Crayons. Paper clips. Hammers. 4.03 Use nonstandard units of measure to describe and compare objects. 4.04 Demonstrate the use of standard units of measure and compare with nonstandard units of measure. (Teacher demonstration) 4.05 Demonstrate that standard units of measure produce more consistent results than nonstandard units, allowing information to be shared.(Teacher demonstration)